BTEC Assignment Brief

Qualification	Pearson International Level 3 Extended Diploma in Music Applicable to both Music and Music Production pathways
Assessment unit number and title	D8: Using Development Plans to Refine Skills
Assessment objectives	1. Identify personal opportunities and areas for improvement related to progression 2. Create a plan for personal musical development 3. Develop musical skills in response to the plan
Assignment title	Time to Improve
Assessor	
Issue date	
Hand in deadline	

Vocational Scenario or Context	*Music Globe* is carrying out an international research project to investigate how people in the music industry improve their skills and techniques over time. It would like you to contribute to the project by submitting a series of blogs that demonstrate your own development process.
Task 1	**<u>Introductory Blog</u>** You should produce an introductory blog where you explain your personal musical goals and the progression opportunities available within your chosen sector, e.g. performance, production, music creation. You should then identify your own personal areas for development in relation to the demands of your chosen sector. Areas to consider include: • listening and aural skills • musical and theoretical understanding • technical musicianship • use of equipment and technology. **<u>Development Plan</u>** You should then create a development plan that targets your personal areas for development, as identified in the introductory blog, and allows you to improve and refine your skills over time. You should create a timeline and set out short-, medium- and long-term goals. You should justify the routines and activities that you will undertake in order to improve your skills. Your plan should also identify key points at which you will review your progress. **<u>Reviews of Progress</u>**

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	You should now follow your development plan and produce a series of blog entries throughout your development process at the points identified in your development plan. Each of these blogs should include: • an introduction explaining the blog's context and where it fits within your development timeline • demonstrations of newly learnt skills and techniques or development of older ones, which are clearly shown or explained and can be followed • an evaluation of your working practices since the last blog entry evaluating the benefits of each new or developed skill or technique against previous aims • any change or adaptation in your plan • a conclusion that sets goals for the next blog entry. **Final Review** You should produce a final evaluative blog at the end of the process, highlighting the methods that worked best against those that were less beneficial. An audio or video presentation of your new skill set is also required; this might be a series of technical demonstrations or a performance or recording that clearly demonstrates your newly acquired skills.
Checklist of evidence required	• Introductory blog that justifies your areas for development • Development plan • A series of blog entries demonstrating and accounting for your development of skills • A final evaluative presentation/demonstration blog

Criteria covered by this task:	
Unit/Criteria reference	To achieve the criteria:
D8.P1	Learners relate personal opportunities to their specialism and goals, and make some connections to the practical development of technical, instrumental and musical skills.
D8.M1	Learners relate personal opportunities to their specialism and goals, with examples and clear and considered links to the practical development of their skills.
D8.D1	Learners relate opportunities to their specialism and goals, with clear reasoning and pertinent links to the practical development of their skills with well-chosen examples.
D8.P2	Learners create and follow a plan practically, including goals, techniques and routines suitable for their personal progression. There are outlined timelines and review points.
D8.M2	Learners create and follow a plan practically, including clear goals, techniques and routines related to improvement and their own interests. There are considered timelines and review points linked to the desired improvement of skills.
D8.D2	Learners create and follow a plan practically, including reasoned goals, techniques and routines, and how they are related to improvement and their own interests. There are thorough timelines and review points

	connected to the desired improvement of skills.
D8.P3	Learners show improvement of personal musical skills related to an understanding of what is working and what is not, with appropriate responses to continue development.
D8.M3	Learners relate improvement and refinement in their musical skills to the processes and techniques they are using. They will show the ability to analyse what is working and what is not, and generate effective responses to continue development.
D8.D3	Learners show consistent relationship between improvement and refinement to the processes and techniques they are using. They show the ability to critically evaluate what is working and what is not and generate creative responses to continue development.

Sources of information to support you with this Assignment	**Books** Bruser, M, *The Art of Practicing* (first edition), Crown Publications, 1999, ISBN 0609801775 Dumais, D, *Music Practice: The Musician's Guide to Practicing and Mastering your Instrument like a Professional* (first edition), CreateSpace Independent Publishing Platform, 2015, ISBN 151221583X Green, B, *The Inner Game of Music* (main edition), Pan, 2015, ISBN 1447291727 Kilickstein, G, *The Musician's Way: A Guide to Practice, Performance, and Wellness* (first edition), Oxford University Press, 2009, ISBN-10: 0195343131 **Websites** www.bbc.com/culture/tags/music-industry www.bbc.co.uk/programmes/p016hy06 www.elearninglearning.com/music www.lynda.com/Music-Lessons-tutorials www.macprovideo.com/tutorials/musictheory-application